



A report on

**St Cuthbert's R.C. Primary School
Letton Road
Cardiff Bay
Cardiff
CF10 4AB**

Date of inspection: March 2015

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 15/05/2015

Context

St Cuthbert's RC Primary School is situated on the edge of Cardiff Bay, in the Cardiff local authority. There are 131 pupils on roll, aged between four and 11 years. This number has risen steadily from 81 at the last inspection. The pupils are taught in six classes. Older pupils in Years 4, 5 and 6 are taught in two mixed age classes.

Approximately 36% of pupils are eligible for free school meals. This is notably higher than the national average, although it has decreased over recent time. The school has identified that 22% of pupils have additional learning needs, which is in line with the national average. A very few pupils have a statement of special educational needs.

The school is a multicultural community. Approximately 16% of the pupils are White British. A majority of pupils are of Black African, Asian or mixed race heritage. There are 24 different languages spoken by pupils, the most common of which are Arabic and Somali. Around 84% of pupils speak English as an additional language.

The school was last inspected in 2009. The current headteacher has been in post since 2009.

The individual school budget per pupil for St Cuthbert's R.C. Primary School in 2014-2015 means that the budget is £4,411 per pupil. The maximum per pupil in the primary schools in Cardiff is £6,523 and the minimum is £2,908. St Cuthbert's R.C. Primary School is 12th out of the 95 primary schools in Cardiff in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Unsatisfactory

Current performance

The school's current performance is adequate because:

- In English and mathematics, many pupils achieve the expected standards at the end of Foundation Phase, and most pupils achieve the expected standards at the end of key stage 2
- Many pupils are confident and courteous, behave well and enjoy their learning
- Many lessons are lively and engaging
- Care, support and guidance for pupils are good

However:

- Not enough more able pupils achieve the higher-than-expected levels at the end of either key stage
- Although the provision for Welsh and information and communication technology (ICT) has improved very recently, it is too early to see the impact of the improvements on the standards that pupils achieve

Prospects for improvement

The prospects for improvement are unsatisfactory because:

- Leaders do not have a clear strategic overview of the work of the school
- The governing body does not meet many of its statutory responsibilities
- The link between self-evaluation and planning for improvement is not clear
- Although there have been many recent improvements to provision, leaders focus insufficiently on improving pupils' standards

However:

Strong partnerships support parents to help their children well

Recommendations

- R1 Increase the proportion of pupils achieving the higher- than-expected levels at the end of both Foundation Phase and key stage 2
- R2 Improve pupils' standards in Welsh
- R3 Improve the provision for ICT
- R4 Provide sufficient opportunities for pupils to learn about the life and culture of Wales
- R5 Improve the effectiveness of the governing body
- R6 Ensure that self-evaluation links directly with school improvement planning

What happens next?

Significant improvement

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Pupils enter the school with a wide range of skills. A majority of pupils start school not able to speak or understand English, although a few have very well developed communication skills. Most make sound progress during their time at the school.

Many pupils develop appropriate reading skills. Most Foundation Phase pupils recognise familiar words in their reading by sight, and use their phonic knowledge to work out unfamiliar words. A majority of pupils answer straightforward questions about what they have read, although many pupils, particularly those new to English, find it difficult to talk about characters or predict what might happen next. Nevertheless, by the end of key stage 2, many pupils are confident readers. More able pupils read effectively with accuracy and understanding. They discuss the texts they have read with maturity and are able to justify their opinions.

Many pupils write well for different purposes. In the Foundation Phase, many pupils form letters correctly and neatly. They use their knowledge of sounds to help them to spell new words. They punctuate short sentences accurately. More able pupils write enthusiastically and at length. For example, in the reception class, pupils write long and imaginative lists of ingredients to put into a magic potion. During key stage 2, pupils write in a wider range of fiction and non-fiction genres. Although nearly all pupils present their work neatly, only a few pupils in key stage 2 use a joined, legible handwriting script. Many pupils write at length in English and in other subject areas, taking good account of the features of the type of text. They rehearse what they want to say orally first, and this helps them to write more effectively. For example, pupils in Years 5 and 6 use a story board to help them to retell the story of the woodcutter who saved Red Riding Hood, before they write their recounts. However, a minority of pupils do not structure or punctuate their sentences well enough. As a result, their ideas ramble and are sometimes difficult to follow. In part, this is why too few pupils achieve the higher-than-expected levels.

Across the school, many pupils develop effective oracy skills and listen appropriately in lessons. Many older pupils, especially boys, speak confidently and clearly, and are keen to engage in conversation. Pupils who speak English as an additional language also speak with growing confidence. However, a minority of older girls are less confident speakers.

In mathematics, many pupils achieve appropriate standards. By the end of the Foundation Phase, many pupils can add two digit numbers. They represent data on simple bar graphs and tell the time accurately. By the end of key stage 2, most pupils multiply and divide whole numbers by 10, 100 and 1,000. More able pupils multiply and divide decimal numbers. Most pupils use a good range of metric measures, and identify the properties of two and three dimensional shapes accurately. Many pupils have a good understanding of the different types of graphs and charts used to present different data. However, too few pupils achieve the

higher-than-expected standards in mathematics at the end of either key stage. This is partly because, across the school, pupils' problem solving skills are underdeveloped, and they find it difficult to think of suitable logical conclusions to their investigative work. In addition, pupils do not use their numeracy skills well enough in other subjects, such as science, geography and design technology.

Although pupils enjoy using the recently purchased tablet computers, most pupils do not have good enough skills in ICT. Many pupils are able to word process texts, and recently older pupils have used a spreadsheet successfully to record and present their findings from the national bird watch. Pupils in Year 3 have used digital photographs imaginatively to represent buildings in Cardiff Bay in a different form. However, too few pupils develop appropriate skills in using spreadsheets and databases, or in control and modelling, to use in other subjects across the curriculum.

Pupils in the Foundation Phase make a good start when learning Welsh, often as a third or fourth language. In reception and Year 1, many pupils can construct simple sentences in Welsh with support. However, pupils' skills in Welsh do not develop well enough across key stage 2 and, as a result, too few reach the expected standard by Year 6. Although many pupils can respond orally to a simple question, they cannot extend their answer or give a reason. Many pupils can read familiar texts aloud with reasonable pronunciation, although they often do not understand what they are reading. Many pupils have limited writing skills in Welsh.

Due to the small number of pupils at the end of key stage 2 in particular, the results of pupil assessment should be treated with care because one pupil's results could have a significant impact on school performance.

At the end of the Foundation Phase, standards in literacy at the expected outcome 5 have improved but still place the school in the lower 50% when compared with similar schools. In mathematical development, standards in 2014 place the school in the higher 50% compared with similar schools, although in previous years standards have placed the school in the bottom 25%.

At the end of key stage 2, pupils' standards have fluctuated over recent time. In 2014, pupils' standards at the expected level 4 place the school in the top 25% for English and mathematics when compared with similar schools. However, in 2013, pupils' standards placed the school in the bottom 25%.

At the higher-than-expected outcomes and levels at the end of the Foundation Phase and key stage 2, pupils' standards have fluctuated. In 2014, pupils' performance in both English and mathematics at outcome 6 and level 5 places the school in the bottom 25% compared with similar schools, although in 2013, pupils' achievements placed the school in the higher 50%.

In both the Foundation Phase and key stage 2, boys perform better than girls over time. However there are twice as many boys as girls in the school. Although there are differences between cohorts, there is no significant difference over time between the achievement of pupils who are eligible for free school meals and their peers.

Wellbeing: Adequate

Nearly all pupils feel happy and safe in school and know whom to speak to if they have any concerns. Most pupils understand the importance of healthy eating and drinking. They know the importance of physical exercise and regularly take part in a variety of physical activities within school and at extra-curricular clubs. Many pupils are confident, well behaved and courteous to each other and adults. They enjoy coming to school.

Most pupils are well motivated and keen to learn. In the Foundation Phase especially, pupils value the opportunity to make choices about how and what they learn. Many pupils work together co-operatively and help each other to learn. In key stage 2, pupils participate enthusiastically in entrepreneur week. This involvement has helped to develop their social skills and to prepare them for life outside school effectively.

Many pupils contribute to making decisions about what happens in their school. The school council, eco council and digital leaders take their roles and responsibilities seriously. They contribute well to activities such as raising money for charity, saving energy and collecting for a local food bank. The school improvement group recently conducted an attendance survey and, as a result, established appropriate rewards for pupils who attend regularly.

However, despite the school's best efforts, for the last two years attendance has declined, placing the school in the third quartile when compared with similar schools. A few pupils are late consistently.

Key Question 2: How good is provision?	Adequate
---	-----------------

Learning experiences: Adequate

Teachers have recently adopted a new curriculum, which engages learners appropriately. Pupils across the school respond well to the exciting new topics and enjoy the visits and theme days very much. Teachers have very recently implemented a new scheme of work in ICT, in order to meet statutory requirements. However, it is too early for leaders to be certain that this new curriculum builds systematically on pupils' existing knowledge, understanding and skills, and fully meets requirements. Teachers plan and organise the youngest pupils' learning in accordance with Foundation Phase practice, and make appropriate use of the small outdoor learning area. Teachers provide a wide range of after school clubs, trips and visits, including residential trips, for example to the Brecon Beacons. These enhance the curriculum appropriately.

Leaders have made a good start in using the Literacy and Numeracy Framework to ensure that pupils acquire the literacy skills that they need to access the wider curriculum. Teachers are beginning to extend this provision to include numeracy and ICT skills. Currently, however, the opportunities to develop pupils' skills are limited and not co-ordinated or monitored well enough to ensure that all pupils receive consistently good provision.

Teachers have recently begun to use a new scheme of work for Welsh. This provides a systematic and progressive set of language patterns for pupils to learn and practise. However, it is too early to see the scheme's impact in improving the standards that pupils achieve. Pupils have insufficient opportunities to learn about the heritage and culture of Wales.

Pupils are gaining a clear understanding about the need to reuse and recycle, and older pupils know what happens to various materials once they reach the rubbish dump. Pupils have a good understanding of global citizenship.

Teaching: Adequate

Overall, teachers know their pupils well. In a majority of lessons, teaching is lively and engaging. Teachers ask well-chosen questions and lessons proceed at a good pace. Teachers manage challenging behaviour well and, as a result, few pupils are off task. Learning support assistants provide well-tailored support for pupils' learning. Specialist teachers, supporting pupils new to English, provide valuable expertise to accelerate these pupils' progress.

However, in a minority of lessons, the pace of learning is too slow. Pupils' books across the school show that, on too many occasions, pupils of all abilities complete the same tasks. As a result, the level of challenge is not matched closely enough to pupils' abilities. Where this happens, the work is too easy for more able pupils while less able pupils struggle to understand the task.

Most teachers mark pupils' work diligently, making positive comments about what pupils have done. A few teachers not only identify where there are misconceptions in pupils' learning, but also take time to rectify any misunderstandings, for example by providing additional practice. On occasions, particularly in mathematics, teachers correctly identify where pupils do not have a secure grasp of a concept or method. However, subsequent lessons move onto a different topic regardless and not enough time or attention is given to consolidating learning.

Most teachers assess pupils' work accurately and moderate their assessments carefully. The recently developed visual tracking system records pupils' progress systematically. As a result, all teachers now have clear expectations for the progress that their pupils should make.

Reports to parents are detailed and personalised well, and they identify appropriate areas for improvement.

Care, support and guidance: Good

Rich learning experiences provide pupils with worthwhile opportunities for their personal development. These include a comprehensive range of opportunities for pupils to develop spiritually, socially, morally and culturally. For example, pupils plan and evaluate their own class liturgies and collective worship, and take part in an annual faith week. There are good opportunities to support pupils to improve their behaviour and demonstrate a positive attitude towards their learning.

Pupils benefit from support from a range of external agencies such as the educational psychologist, the school nurse and support services for children new to English. Teachers take good account of advice from specialists, improving outcomes for pupils who may be vulnerable to underachievement.

The school provides good support for pupils identified as having additional learning needs. Teachers deploy learning support staff carefully to support individuals and groups of learners. Teachers write beneficial individual support plans. They agree and review targets with pupils and their parents regularly. Intervention programmes to support pupils with their literacy skills are successful in helping them to achieve their targets.

The school has a caring and positive ethos that supports pupils' health and wellbeing successfully. The school makes appropriate arrangements for promoting healthy eating and drinking. The school's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The school respects and practises tolerance and understanding of all religious beliefs and practice. All are welcome and all pupils have equal access to every aspect of school life. The school takes good account of pupils' backgrounds to ensure that it meets everyone's needs.

The internal accommodation is bright and well decorated, and creates a suitable environment to promote teaching and learning effectively. The school is fully accessible to those with mobility difficulties.

Pupils make good use the extensive grounds and large hard-surfaced sports court to exercise and play together. However, the external provision for the Foundation Phase is small and, as a result, the outdoor learning provision is limited.

There are comprehensive resources, including a good range of books, and these match pupils' needs well. The school has recently purchased new ICT equipment, to replace the outdated computers. However, it is too early to see the impact of these resources in improving the provision and raising standards for pupils.

How good are leadership and management?	Unsatisfactory
--	-----------------------

Leadership: Unsatisfactory

The headteacher and senior leaders share a common vision for the school, based on its Catholic ethos. They work successfully to create a welcoming, inclusive learning environment. The school gives a high priority to the care and welfare of all its pupils.

Staff roles and responsibilities within the school are defined appropriately, and performance management procedures meet requirements. However, there is an insufficient focus by leaders on their role in planning the strategic direction of the school. For example, leaders' monitoring was not robust enough to identify where

standards fell in 2013 and they therefore failed to take appropriate timely action. Recently, leaders have made use of data to track the progress of groups of pupils, but it is too early to assess the impact of this on improving standards. Meetings at all levels take place regularly. However, there is insufficient focus in these meetings on pupils' progress and standards.

After a period of turbulence, the newly formed governing body is supportive of the broad aims and Catholic ethos of the school. The recently formed standards committee, supported by the local authority, is beginning to offer more challenge to leaders. However, at this time, the governing body has had limited impact on the standards in the school. Governors have not met all of their statutory duties, for instance in producing an annual report to parents for the last academic year.

The school is responding suitably to many national priorities. For example, it is starting to take account of the Literacy and Numeracy Framework in planning and is implementing the Foundation Phase appropriately. However, the school provides insufficient opportunities to learn about Wales and the Welsh language.

Improving quality: Unsatisfactory

The headteacher and senior leadership team have made limited progress in developing a culture of self-evaluation and development planning across the school.

The school's self-evaluation report describes the work of the school and identifies some strengths and appropriate areas for improvement. However, leaders do not consistently analyse the outcomes of all groups of pupils, for example those with additional needs, or those new to learning English. Leaders draw on a range of appropriate first-hand evidence when evaluating the work of the school, including lesson observations and book scrutiny. However, this evidence is of variable quality and does not focus well enough on the standards pupils achieve. The school seeks the views of pupils and parents regularly to inform school improvement.

The school improvement plan identifies actions for improvement, and allocates staff responsibilities and resources. However, the link between self-evaluation and planning for improvement is not clear. Areas for improvement identified in the self-evaluation are not always included in the improvement plan as aspects that require attention. In previous years, a lack of focus by senior leaders on key areas for improvement has led to targets being carried forward to the following year and this has limited the school's capacity for improvement.

The school has been slow to respond to the recommendations from the last inspection. For example, standards in the use of Welsh across the school are still too low, and teachers do not plan systematically enough for pupils to build on their cross-curricular skills progressively.

Partnership working: Good

The school has developed valuable working relationships with a wide range of partners. These links are effective in promoting pupils' wellbeing and enhancing their learning.

The partnership with parents is strong. The school supports families well, regardless of when children join the school. Parents have valuable opportunities to support their child's education, for example through a programme to help families to learn together. Also, the school encourages families to share their personal experiences with the school community during faith week and international day.

The school's work with a range of external agencies makes supports pupils well, especially those whose circumstances may make them vulnerable. Links with the community are beneficial. For example, employees from a local business regularly listen to readers, providing the pupils with appropriate male role models.

Staff visit prospective pupils at their different pre-school settings. The school supports families well to ensure a smooth transition into the reception class. Effective links with secondary schools, including visits from subject teachers and planned transition days, ensure that nearly all pupils transfer into secondary education confidently.

Resource management: Adequate

The school manages its resources appropriately. There are a sufficient number of qualified teachers and support staff to teach the curriculum. The school deploys staff effectively and learning support assistants support pupils' learning in classes well. Overall, there are sufficient resources that match pupils' needs appropriately.

The school's performance management system sets appropriate targets for all members of staff. Leaders arrange beneficial training for staff according to their individual needs. Teachers share good practice within the school and learn well from each other.

The school uses Welsh Government grants appropriately to enrich pupils' educational experiences and to support them in achieving the expected standards. In particular, this has broadened the range of opportunities available to pupils who are eligible for free school meals.

The headteacher and governing body manage the school's finances carefully and direct expenditure towards addressing the school's priorities, for example the recent purchase of ICT equipment.

In view of the standards achieved by pupils, the school provides adequate value for money.

Appendix 1: Commentary on performance data

6813323 - ST CUTHBERT'S RC PRIMARY

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	37.3
FSM band	5 (32%<FSM)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	9	18	25
Achieving the Foundation Phase indicator (FPI) (%)	44.4	55.6	72.0
Benchmark quartile	4	4	3
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	9	18	25
Achieving outcome 5+ (%)	44.4	77.8	76.0
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	0.0	22.2	8.0
Benchmark quartile	4	2	4
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	9	18	25
Achieving outcome 5+ (%)	66.7	66.7	88.0
Benchmark quartile	4	4	2
Achieving outcome 6+ (%)	0.0	22.2	4.0
Benchmark quartile	4	2	4
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	9	18	25
Achieving outcome 5+ (%)	77.8	83.3	88.0
Benchmark quartile	4	3	3
Achieving outcome 6+ (%)	0.0	44.4	20.0
Benchmark quartile	4	2	4

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

6813323 - ST CUTHBERT'S RC PRIMARY

Number of pupils on roll	122
Pupils eligible for free school meals (FSM) - 3 year average	37.3
FSM band	5 (32%<FSM)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	6	14	7	16
Achieving the core subject indicator (CSI) (%)	83.3	78.6	42.9	93.8
Benchmark quartile	1	2	4	1
English				
Number of pupils in cohort	6	14	7	16
Achieving level 4+ (%)	83.3	85.7	71.4	93.8
Benchmark quartile	1	1	4	1
Achieving level 5+ (%)	16.7	28.6	28.6	12.5
Benchmark quartile	3	2	2	4
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	6	14	7	16
Achieving level 4+ (%)	83.3	85.7	57.1	93.8
Benchmark quartile	2	1	4	1
Achieving level 5+ (%)	0.0	35.7	28.6	12.5
Benchmark quartile	4	1	2	4
Science				
Number of pupils in cohort	6	14	7	16
Achieving level 4+ (%)	83.3	100.0	71.4	93.8
Benchmark quartile	2	1	4	1
Achieving level 5+ (%)	16.7	21.4	42.9	12.5
Benchmark quartile	3	3	1	4

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

Appendix 2

Stakeholder satisfaction report

Responses to learner questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion		Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	62		60 97%	2 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	62		57 92%	5 8%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	62		58 94%	4 6%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
			97%	3%	
The school teaches me how to keep healthy	62		61 98%	1 2%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
			97%	3%	
There are lots of chances at school for me to get regular exercise.	62		58 94%	4 6%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	62		56 90%	6 10%	Rwy'n gwneud yn dda yn yr ysgol.
			96%	4%	
The teachers and other adults in the school help me to learn and make progress.	62		62 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	62		60 97%	2 3%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
			98%	2%	
My homework helps me to understand and improve my work in school.	62		58 94%	4 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
			91%	9%	
I have enough books, equipment, and computers to do my work.	62		59 95%	3 5%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
			95%	5%	
Other children behave well and I can get my work done.	62		45 73%	17 27%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
			77%	23%	
Nearly all children behave well at playtime and lunch time	62		50 81%	12 19%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
			84%	16%	

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	13	5 38%	8 62%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	12	7 58%	5 42%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	13	6 46%	7 54%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	13	6 46%	7 54%	0 0%	0 0%	0	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	45%	4%	1%		
Teaching is good.	13	6 46%	7 54%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	13	6 46%	7 54%	0 0%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	13	4 31%	6 46%	3 23%	0 0%	0	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	12	6 50%	6 50%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	13	5 38%	7 54%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	12	8 67%	4 33%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	13	5 38%	7 54%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	13	5 38%	8 62%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	13	8 62%	5 38%	0 0%	0 0%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	12	4 33%	7 58%	0 0%	0 0%	1	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	13	8 62%	5 38%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	9	2 22%	6 67%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	12	5 42%	4 33%	0 0%	1 8%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	38%	5%	1%		
The school is well run.	13	5 38%	8 62%	0 0%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Fiona Arnison	Reporting Inspector
Michelle Gosney	Team Inspector
Rhiannon Mary Boardman	Lay Inspector
Claire Louise Moses	Peer Inspector
Bernadette Brooks	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.